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ABSTRACT

The major intent of this interdisciplinary quinmester course for grades seven through twelve is to examine the need, problems, consequences, and social aspects of drug abuse. By studying the history and medicine of drug use, students learn background information that helps them define and categorize legitimate and illegitimate drug use, and describe physiological and psychological effects of drugs. Consequences of selling and possessing drugs illegally are studied. After evaluating reasons why drugs are used, and what problems drug users face, students will form a personal opinion and a position on drug abuse. Relating to problems in their own school, students develop plans to deal with drug abuse and then go on to develop guidelines for drug education for the Dade County community. Finally students are able to synthesize knowledge toward formulating drug therapy programs. Eight activity units are coordinated with course goals. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Social Studies: DRUGS, SOCIETY AND YOU 6470.07
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DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES
HEALTH

DRUGS, SOCIETY AND YOU

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Written by Brenda F. Faulkner

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION: This course emphasizes the social aspect of drug abuse: the reasons why young people abuse drugs, how drug abuse affects the individual and society, and what the individual and society can do to prevent drug abuse.

GRADE LEVEL: 7-12

COURSE STATUS: Elective

INDICATORS OF SUCCESS: None

RATIONALE: Drug abuse is a problem that affects every individual in our society. Young people are especially vulnerable because they are going through a time in their lives of experimentation, change and adjustment. They see drugs are available, that millions of Americans use them, and that the media encourages their use through advertising.

Through this course it is hoped the student will examine the problems and consequences of drug use and abuse; make the personal decision not to abuse drugs; and try to prevent others from abusing them by speaking out against drug abuse and working toward solving the problem.

To make the decision, young people need to

1. Understand the physiological, psychological, and legal consequences of drug abuse.
2. Understand why people abuse drugs.
3. Understand and accept themselves.
4. Understand their role in society.

INTRODUCTION

INTERDISCIPLINARY COURSE: HEALTH AND SOCIAL STUDIES

This course of study was written as part of a total effort by the Division of Instruction to adapt the quinmester administrative organization of schools to fit curriculum changes. The material and information in this guide are designed to be neither all-inclusive nor prescriptive; but to serve as an aid to teachers as they plan their instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and general content, teaching strategies, class activities, and suggested materials all related to a specific course of study. Teachers may adopt the model framework completely or select ideas to incorporate into their classroom instruction.

This particular course of study is one of several efforts to develop an interdisciplinary curriculum. Such courses are written cooperatively by two or more subject areas, usually composed of an interdisciplinary team of teachers, representing the various disciplines.

Suggestions and recommendations relating to this publication are invited and may be forwarded to the respective subject area consultant.

COURSE GOALS: THE STUDENT WILL

1. CATEGORIZE SELECTED DRUGS ACCORDING TO THEIR USES AND EFFECTS.
2. DESCRIBE PHYSIOLOGICAL AND PSYCHOLOGICAL EFFECTS OF DRUG ABUSE.
3. GIVE EXAMPLES OF LEGAL CONSEQUENCES OF SELLING AND POSSESSING DRUGS ILLEGALLY.
4. PREDICT FUTURE TRENDS OF DRUG ABUSE IN DADE COUNTY, THE UNITED STATES, AND THE WORLD.
5. EVALUATE REASONS WHY PEOPLE ABUSE DRUGS.
6. DESCRIBE THE TYPES OF PROBLEMS AN INDIVIDUAL WILL FACE BECAUSE HE USES DRUGS.
7. DEVELOP AND DEFEND A PERSONAL STAND ON DRUG ABUSE.
8. DEVELOP AND EVALUATE ALTERNATE PLANS TO DEAL WITH THE DRUG ABUSE PROBLEM IN HIS SCHOOL.
9. PREDICT THE PROBLEMS A DRUG ABUSER WILL CAUSE SOCIETY.
10. DEVELOP GUIDELINES THAT PEOPLE IN DADE COUNTY WHO WANT TO SOLVE THE LOCAL DRUG PROBLEM CAN FOLLOW.
11. FORMULATE A PROGRAM TO TREAT AND REHABILITATE DRUG ADDICTS.

I. The legitimate use of drugs

A. The drugs used

1. Amphetamines
2. Barbiturates
3. Tranquilizers
4. Narcotics

B. The effects these drugs have on the mind and body

C. Medical uses of these drugs

II. Drug abuse

A. Definition and examples of drug abuse

B. The drugs that are abused besides those having legitimate medical use

1. Hallucinogens
2. Volatiles
3. Alcohol (exceptions)
4. Tobacco

C. The effects these drugs have on the mind and body

D. The legal aspects of drug abuse

E. Drug abuse in the United States

1. Locations where drug abuse is prevalent
2. Numbers of people who abuse drugs
3. Who abuses drugs

III. The reasons why people abuse drugs

A. Social

B. Psychological and emotional

C. Educational

D. Vocational

IV. The effects of drug abuse on the individual

A. Physiological

B. Psychological and emotional

C. Social

D. Educational

E. Vocational

V. How an individual can prevent drug abuse

A. Understand the consequences of drug abuse

B. Understand and accept himself

C. Learn to solve his problems

D. Realize that drug abuse is not for him

E. Resist peer group pressure

F. Try to prevent others from abusing drugs

VI. How does drug abuse affect society

A. Costs

1. Unproductive members
2. Time and talents of professional people and other members of the community
3. Money

B. Crime and juvenile delinquency

C. Breakdown of the moral fiber of the family

VII. How society can prevent drug abuse

A. Provide

1. Leisure time activities
2. Success in school for all students
3. Drug abuse education for all students and parents
4. Employment opportunities for young people
5. Professional help or counseling for young people and parents
6. A place in our society for young people
7. Outlets for young people's ideas, energies, etc.
8. Information on laws and consequences of crime and juvenile delinquency

B. Use mass media to praise and encourage young people

C. Set a good example for young people

VIII. How can society treat drug abusers

A. Programs set up for drug abusers

1. Treatment
2. Rehabilitation
3. Half-way houses
4. Employment

B. Therapy and counseling

NOTE TO THE TEACHER:

The problem of drug abuse among young people is a reflection of unfulfilled needs. Each person tries to satisfy his needs or solve his problems in the manner that he thinks is best for himself at that particular time. Many students need help in identifying their needs and finding ways to meet their needs that are socially acceptable. Some students that cannot do this try to solve their problems by using drugs.

Before the problem of drug abuse among young people can be solved, each student must believe that the use of drugs is not for him. It is a decision that each student must reach on his own.

This course was written with the guidance point of view because of the nature of the problem. The success of the course depends on the climate in the classroom, the rapport between teacher and students and among students, and sensitivity among all people involved to each others needs.

Books dealing with guidance practices might be very helpful to follow through the activities with the students depending on the direction they take. One such book is Guidance Policy and Practice. (see materials section) This book and many others can be found in the Professional Library. Other books can probably be found in the school library or in the counselors' office.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ow are drugs used?	A. The student will categorize selected drugs according to their uses and effects	1. Have the students work in groups of four or five and research and report on one of the following: a. History of drug use b. Medical use of drugs c. Physiological and psychological effects of amphetamines, or barbiturates and tranquilizers, or narcotics. 2. After the students have reported their findings to the class, lead a class discussion on this information and encourage students to ask and answer each other's questions. Make a copy of Chart A in the Appendix or a similar chart on the board and give each student a copy. Then with the students' help fill in the information in the chart on the board while each student fills in his own.
How are drugs abused?	B. The student will describe physiological and psychological effects of drug <u>abuse</u>.	1. Develop, through a class discussion, a definition of the term drug abuse. Have the students give as many examples of drug abuse as they can. 2. Let the students work in groups and research and report on the physiological, psychological, and other dangerous effects of the following: a. Hallucinogens, such as marijuana, LSD, nutmeg, peyote, hashish, psilocybin, mescaline, DMT, etc. b. Volatiles c. Alcohol d. Tobacco Make copies of Chart B in the Appendix or a similar chart and give each student a copy. Have the students fill in the part of the chart they are working on. Then in a class

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		discussion, have the students share their information with the class and complete their charts. 3. Ask interested students to research and report on a. Medical research that was conducted or is being conducted on marijuana, LSD, or other drugs that presently have no legal medical use b. The medical uses of alcohol
What are the legal consequences of drug abuse?	C. The student will give examples of the consequences of selling and possessing drugs illegally, and compare state and federal laws.	1. Have the students work in groups to make a chart of the federal and state laws that control the legal and illegal use of drugs and give the penalities for selling and possessing drugs illegally. Have the students make copies of this chart and give every student in the class a copy. Chart C in the Appendix may be used as a guide. Then have the class compare and contrast state and federal laws. 2. Have the students find out the rights a person loses if he is convicted of a felony. Then describe how a person's life could be affected because of a felony conviction.
What are the trends of drug abuse?	D. The student will predict future trends of drug abuse in Dade County, the U.S., and other parts of the world.	1. Pair the students and ask them to research one of the following sets of questions: a. In what part of the U.S. are drugs abused the most? How many people abuse drugs? People in which age group abuse drugs the most? Compare and contrast drug abuse in the U.S. with other parts of the world. b. Who abuses drugs? Are all people who abuse drugs aware that they are doing so? What do you think their reaction would be if they found out they were drug abusers?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. What is the drug scene in Dade County? How does the drug traffic in Dade County compare to the drug traffic in other parts of the U.S., to other parts of the world? d. What is the drug problem in the Dade County schools? How many young people abuse drugs? What happens to these juvenile drug abusers? How are they treated differently than adult criminals? What drugs do they abuse the most? 2. The students can make graphs, posters and other illustrations of their information. 3. In a class discussion, have the students share their information. Encourage the students to react to this information, give their opinions, evaluate the consequences, etc. Then review the contemporary trend of drug abuse and have the students predict future trends. 4. You may choose to have guest speakers come and discuss these questions with your class. Before the speakers come, have the students write down questions they wish to ask them. One possible guest would be a local attorney to discuss recent test cases on drugs. 5. Hold a class discussion or an informal debate in which students present evidence to support or refute the statement, "Drug abuse is a problem in Dade County."
Why do people abuse drugs?	E. On the basis of the survey and information received from magazines, newspapers, TV. and others evaluate reasons why people abuse drugs.	1. Help the students develop a questionaire that they can use to conduct a survey to determine the reasons why young people abuse drugs. (The questionaire could also ask what they think young people and adults can do to prevent drug abuse. This information can be used in Activity number 25) The questionaire could be administered to students in the school. After the students have conducted the survey, they can summarize the reasons given, evaluate them, and decide which ones they do or do not support and why.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Write the following statement on the board: "I use drugs because everyone in this school is doing it." Then have the students react to the following questions: a. Does "everyone" really mean everyone? Who is "everyone" for the person who says this? b. What do you think of a person who says "Since everyone is using drugs, I'll do it too?" c. Do you think this is a good reason to abuse drugs? Why or why not? d. Why do you think a person would say this? e. Would this person be acting as an individual, thinking for himself? f. What would happen to the individual and to our society if everyone lived his life by doing something only because "everyone" else is doing it? g. How does the mass media promote followers? For example, blondes have more fun, or use brand X to cure the Monday morning blahs. 3. Ask the students to consider the following statement: "I tried drugs because I wanted to find out about them for myself." Then ask the students to do the following: a. Discuss why some people do what they know is not good for them. b. Predict what would happen to a society where everyone tested everything for himself before he decided whether to do something or not. c. Give examples of things they tested for themselves and explain the consequences. Would they have been better off if they had taken someone's word for it and not tried it themselves?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Predict how advanced our society would be if everyone acted through trial and error. e. Ask the students how they would relate this to drug use. 4. Have students write an essay discussing reasons why people abuse drugs. Have several of the essays read, listing the reasons on the board. Have students decide which they support and do not support and why.
How does drug abuse affect the individual?	F. Describe the types of problems an individual will face <u>because</u> he abuses drugs.	1. Ask the students to work in groups and develop answers to one of the following questions: How is a person's- a. Health b. Mental health c. Social life d. Education e. Job The students should support their answers with information from resources materials or examples of experiences they are familiar with or have read. After the students have presented their information, encourage them to react to this information and predict consequences to society if an extremely large group of people used drugs. 2. Ask the students to read case studies of drug abusers in different references, and then write their own abusers in case study of a drug abuser including problems he as an individual will face because he abuses drugs. Ask the students to share their case studies with a group.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
How do I stand on drug abuse?	G. The student will develop and defend a personal stand on drug abuse.	1. Ask for volunteers to debate the following: a. "Resolved: Everyone should be allowed to choose whether he wants to use drugs or not." b. "Resolved: A drug user can only hurt himself." c. "Resolved: Some drugs such as marijuana should be made legal." d. "Resolved: Drug abuse is not really a problem, adults just make it seem that way." e. Others Have the other students write down questions they want to ask the debate team after the debate. Encourage the students to question and challenge the sources used by the debate teams. After the debate have each student develop his own argument with supporting evidence that he can use to support his stand on drug abuse and present his view point to a group. 2. Ask the students to complete the following statements: a. If a young person knew what he wanted out of life, he. . . b. I do not know what I want to do because. . . c. I would like to be. . ., but I don't think. . . d. How could it be possible to. . . If the students want to discuss these statements let them do so in small or large groups. Then lead a discussion on the following: (These are examples. What is discussed should relate to the students' completed statements.) a. Where a person can go for help to decide what he wants to do with his life. For example, he can go to his counselor, parents, teachers, neighbors. He can look through newspaper ads, tour and visit

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

different places of employment, get summer jobs, read books, etc.

b. How a person can find out where his interest lie. Take the Kuder Preference Records--Vocational Occupational, and/or Personal, for example.

c. Understanding yourself and choose a job or vocation that is realistic to your interest and potential. Stress that every job is important in our society. If a person does his job well, no matter what it is, he can earn respect from the people around him.

d. How does not knowing what you want to be or where you are heading relate to drug abuse?

3. Ask the students to complete the following statements:

a. I see myself as. . .
b. Others think I am. . .
c. I would like to be. . .
d. How could I change. . .

Have the students discuss these statements or questions in a small or large group. Then lead a class discussion on the following: (These are examples. What is discussed should relate to the students' completed statements.)

a. How does the mass media affect what we would like to be? Why do the different companies want the audience to want to be like the people in the advertisements?

b. Why do people see us differently than we really are? For example, there are somethings about ourselves that we consider private. Sometimes we keep this private in order not to get hurt, etc.

c. Everyone has something he would like to change. Some things make us what we are. We all can't be

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		the same. Accept yourself and make the best of it; for example, by stressing your strong points or doing well what you are good at, choose hair styles, clothes, etc. that become you. Others. d. Can the use of drugs make you what you want to be or let you really accept yourself for what you are? 4. Ask the students to complete the following statements: a. I'm doing. . .in school. I would like to. . . b. I don't like. . . I could. . .to like it more. c. What I want out of school is. . . d. I find. . .courses more useful because. . . e. Teachers and students that are. . .make me feel uncomfortable, those that are. . .make me feel comfortable. f. Grades make me. . . I think grades. . . g. When I do bad on a test or on class work I feel. . . h. If I don't do well in school this doesn't mean. . . i. If I don't do well in school. I'm still. . . Have the students discuss these statements in a small or large group. Then lead a discussion on the following: (These are examples. What is discussed should relate to the student's completed statements.) a. How many students have similar problems. b. How schools do not meet individual differences. c. How a person's attitude affects the people around him. d. How grades do not really judge the worth of an individual. e. How an education is important but not a vital necessity for everyone. f. How does failure in school relates to drug abuse? g. How to become a better student. Where to go for help. h. How can the problems that failure in school generate be overcome?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Ask the students to complete the following statement: a. I think I should be allowed to. . .because. . . My parents don't think so because. . . I think I could compromise and accept. . . b. I think all teenagers should be allowed to. . . because. . . This will help teenagers by. . .and help society because. . . Ask the students to discuss these statements in small groups and develop role playing situations. Some of the students taking the parents or adults' side and others the teenagers side. After the students have completed the role playing situation, discuss the importance of compromise and understanding on both sides etc. Relate problems in communications that can develop in family situations to drug abuse. 6. Ask the students to work in groups of four or five and have them develop a plan to make our society "the best of all possible worlds." Have the students present and justify their plan and compare and contrast it to our present society. Then lead a class discussion on the following: (These are examples) a. Could there ever be such a world? Would the people in this world really be happy? What books, TV shows, etc., present a similar idea? If everything ran smoothly and everything was perfect every day, wouldn't life be boring? Others. b. If this "best of all possible worlds" is not possible, what can we do with the one we have? What can the individual do? What can you do with your life to make you and the people around you happier? Ask some of the students to role play two different situations.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

In both let the background situation be the same. However, in one the main character is mad at the world, and in the second he is happy and in a great mood. Show how the way one person acts can affect a whole group of people and make them mad or happy. Then discuss the following statements with the class: "Life is what you make of it." "Laugh and the world laughs with you. Cry and they cry, too." Others.

c. Can drugs bring about this "best of all possible worlds?" Could you change yourself or your way of life to make yourself happier without using drugs?

7. Make copies of the following and have the students read them and react to the questions.

Everyone wants to belong and be accepted.

Consider the following situations:

a. John was not doing well in school. He wanted to belong to the. . .group and the. . .club. But, he did not have the grades. He then found a group that was glad to accept him. This group used drugs.

Why do you think this group was glad to accept John? What would you think of John if he joined this group? What else could John do? What would you do?

b. Just suppose your best friend wanted to belong to a popular group in school. He changed his hair color and style. He changed the way he dressed. He even changed the way he acted. However, this was not enough. To be accepted by this popular group he had to use drugs.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		What would you think of your best friend as you saw these changes take place? Would you change yourself just to belong to a group? What would you do if you had to make the decision that was confronting your friend? Why? Would you say something to your friend to help him in any way? Why? Is it worth being a member of a group if you have to use drugs? If your friend tried, couldn't he find another group to belong to? 8. Ask the students to form into groups of four or five and respond to the following situations: What would you do or say if a. Your friends were using drugs and asked you to try them. b. Your close friend tells you he wants to try drugs. c. Your friend comes to you for help because he is addicted to a drug. Explain the reasons for your response. Ask the group to summarize their responses and share them with the class. Discuss whether the responses are those that are "socially accepted?"
	H. The student will develop and evaluate alternate plans to deal with the drug problem in his school.	1. Ask the students to work in groups and develop a plan for solving the drug abuse problem in the school. Use information gathered through the other activities to support your plan. Evaluate the plan in terms of its effectiveness, cost, time and scope. 2. Have the students determine a way to implement their plan or just to express themselves on the drug problem in school, at home and/or in the community. Have them determine criteria for their plan or their means of expressing themselves so that

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		their plans or ideas will have a good chance of being accepted by the adult world.
How does drug abuse affect society?	I. The student will predict the problems a drug abuser will cause society.	1. Have the students work in groups and research and report on one of the following: (Information from previous activities should also be used.) a. The costs of drug abuse in, for example, unproductive members, money, time and talents of professional people and other members of the community. b. Crime and juvenile delinquency directly related to drug abuse: numbers, age groups, sex, etc. c. Effect drug abuse has on the make up of the family, the school, etc.
		2. Encourage the students to discuss how the following attitudes will affect society if only a few people had these attitudes, if many people had these attitudes; a. If a person wants to abuse drugs, that is his business. It does not concern me. b. A hippy is a person who can't make it in the real world. c. Drug addicts don't need help; they are just criminals and s ould be put in jail. d. Life is not worth it. It is a rat race. I'm not going to bother. I'm not going to work. For what? e. There is nothing I nor any other little man can do about drug abuse. So, why bother? It is the people in power that have all the control. f. If a person is bored and uses drugs, can you blame him?
How can society prevent drug abuse?	J. The student will develop guidelines that people in Dade County who want to solve the local drug problem can follow.	1. Help the students develop a questionnaire that they can use to conduct a survey to determine what adults in the community can do to prevent drug abuse. The questionnaire could be administered to the adults in the school, neighborhood and community. After the students have conducted the survey, they can summarize the information, evaluate it, and decide what they do or do not support and why.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have the students use information gathered from the surveys (Activities numbers seven and twenty four) and other activities and develop guidelines that people in Dade County who want to solve the local drug problem can follow. Compare and contrast these guidelines with what is presently being done in Dade County. Ask parents, neighbors, friends, etc., to evaluate the guidelines and make suggestions for changes and/or improvements. When the students have finished, ask them to form into groups and condense and compile their guidelines. Then in a class discussion, make one list using the guidelines developed by the groups. These guidelines could be given to the P.T.A. president or persons in the school and/or community.
How can society treat drug abusers?	K. The student will formulate a program to treat and rehabilitate drug addicts.	1. Ask the students to work in small groups and research and report on the programs used to treat and <u>rehabilitate</u> drug users in terms of methods and techniques used, effectiveness, etc., in a. The U.S. b. Other parts of the world c. Florida d. Dade County. When the students have reported their information, compare and contrast the different methods and techniques used. Evaluate the programs and determine which are more effective and why. Have the students make suggestions for changes and/or improvements. 2. Have the students work by themselves or in groups to develop their own program to treat and rehabilitate drug users. Use information from other activities to support this program. When the students have finished developing their program, ask them to work together to develop one or more comprehensive

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		programs from all the individual programs developed. Copies of these comprehensive programs can be sent to people in the community. 3. Invite parents, administrators or community leaders to discuss the class plans.

MATERIALS:

1. Teacher reference material.

_____. Drug Abuse: Escape To Nowhere. Washington, D. C.: National Education Association, 1967.
Mattewson, Robert Hendry. Guidance Policy and Practice. New York: Harper & Brothers, Rev. ed., 1955.

2. Teacher and student reference and resource materials.

Bloomquist, E.R. Marijuana. California: Glencoe Press, 1968.
Byrd, Oliver E. Medical Readings on Drug Abuse. Massachusettes: Addison-Wesley Publ. Co., 1970.
Cohen, Sidney. The Drug Dilemma. New York: McGraw-Hill Book Co., 1967.
Curtis, Lindsay R. Glue-Sniffing: Big Trouble in A Tube, LSD: Trip or Trap?, Why Not Marijuana, Let's Talk About Goofballs and Pep Pills. Dallas, Texas: Texas Alcohol Narcotics Educ., Inc., 1971.
Demos, George D. Drug Abuse and You. New York: Chronicle Guidance Publ., 1968.
Leech, Kenneth. Drugs for Young People Their Use and Misuse. Oxford: The Religious Education Press, 1967.
Louria, Donald. Nightmare Drugs. New York: Pocket Books, 1966.
Richards, Louise G. LSD-25: A Factual Account. Washington, D. C.: U.S. Government Printing Office, 1969.
Way, Walter L. The Drug Scene: Help or Hang-up? Englewood Cliffs, N. Y.: Prentice-Hall Inc., 1970.
_____. Drug Abuse A Manual for Law Enforcement Officers. New Rev. 4th ed., Penn.: Smith Kline & French Laboratories, 1968.
_____. Florida Health Notes--Drugs and Substance Abuse. Vol. 61, No. 10. Oct. 1969
_____. New Facts About Marijuana. Calif.: Ambassodor College Press, 1970.

3. Class materials.

A. Audio-visual

1. Filmstrips (preview before using)

a. The Alienated Generation, I Never Looked At it That Way Before, LSD: The Acid World, Marijuana: What Can You Believe, Tobacco and Alcohol, You and the Law, Narcotics, Psychedelics, Sedatives, Stimulants. Guidance Associates of Pleasantville, N.Y.

b. The series Drugs In Our Society. Cathedral Films Inc.

c. Health Education: Drugs, Barbiturates and Amphetamines. The Raytheon Learning System.

2. Films (preview before using)

a. Films found in present catalogs. Students may have seen these films before.

Hooked JST 1-13216, LSD: Insight or Insanity JS 1-31731, The Losers JS 1-31716, Marijuana JS 1-31743, Narcotics: Pit of Despair JS 1-31609, The Seekers JS 1-31719.

b. New films. Included is a brief description.

Drug Abuse: Everybody's Hang-up. 14'C 1969 JST 1-14076. Documentary look at the drug scene, etc.
Drug Abuse: One Town's Answer. 23'C 1970 JST 1-14091. Story of the Awareness House Concept, etc.
Drugs, Drinking and Driving. 18'C 1971 S 1-14081.
The Distant Drummer: A Movable Scene. 22'C 1968 JS 1-10398. Drug scene around the world and use of hallucinogenic drugs, etc.
The Distant Drummer: Bridge From Noplace. 22'C 1969 JS 1-13932. Treatment, rehabilitation of addicts and promising research projects, etc.
Alcohol and You. 28'C 1970 JST 1-31908. Explores the social pressures and drinking habits that can lead an individual into becoming an alcoholic, etc.
Distant Drummer, The: Flowers of Darkness. 22'C 1969 JS 1-13693. Traces history of opium, drug traffic, etc.
The Ballad of Mary Jane. 23'C 1970 EJS 1-31910. Physical, psychological, and legal consequences of smoking marijuana, etc.
Keep off the Grass. 20'C 1967 JS 1-13697. Unadulterated facts about the smoking of marijuana.
LSD: A Trip To Where. 25'C 1968 EJS 1-31805. Explores the reasons why psychedelic drugs are used and problems caused.
LSD: Trip or Trap? 20'C 1968 JST 1-14079. Bob tries to help a friend who wants to use LSD.
LSD--25. 27'C 1967 JST 1-30687. Documentary featuring LSD users and doctors, etc.
Narcotics: The Inside Story. 12'C 1967 JST 1-10383. Medical uses of narcotics, etc.
The High: Drugs and You. 19'C 1970 JST 1-14074. Insight into the drug scene.
Speedscene: The Problem of Amphetamine Abuse. 17'C 1969 JST 1-14088. Offers evidence against the use of amphetamines for other than medical reasons.

B. Sources. (information, guest speakers, others)

Florida State Employment Agency
Dade County Public Safety Dept., Correction and Rehabilitation Division and Jail
Welfare Dept.
Youth Hall
Criminal Investigation Section, Juvenile Detail
Customs Bureau
Drug Information Center
Federal Bureau of Narcotics and Dangerous Drugs
City of Miami Police Dept., Community Relations Section, School Resources Units
Dade County Dept. of Public Health
Juvenile and Domestic Relations Court
Probation Office
American Cancer Society
Dade-Monroe Tuberculosis and Respiratory Diseases Assoc.
Heart Assoc. of Greater Miami
State Attorney of Florida, Metropolitan Justice Building

APPENDIX:

Chart A

Drugs	Physiological effects	Psychological effects	Medical Uses	
			Past	Present
Amphetamine				
Barbiturate				
Tranquilizer				
Narcotic				

Chart B

Drugs	Physiological effects	Psychological effects	Other dangerous effects
LSD			
Marijuana			
Nutmeg			

etc.

Chart C

Drug	Legal use defined by law	State laws-- Penalties for illegal		Federal laws-- Penalties for illegal	
		sale	possession	sale	possession